


**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Sealy Independent School District	008902	Maggie B. Selman Intermediate School	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	6	10	
Mailing address		City	State ZIP Code
939 Tiger Lane		Sealy	TX 77474

Primary Contact

First name	M.I.	Last name	Title
Owen	M	Hurt	Grant Director
Telephone #	Email address		FAX #
979.987.3352	ohurt@sealyisd.com		979.885.6457

Secondary Contact

First name	M.I.	Last name	Title
Nicole	L	Poenitzsch	Assistant Superintendent
Telephone #	Email address		FAX #
979.885.3516	npoenitzsch@sealyisd.com		979.885.6457

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Owen	M	Hurt	
Telephone #	Email address		FAX #
979.987.3352	ohurt@sealyisd.com		979.885.6457
Signature (blue ink preferred)		Date signed	

Owen M. Hurt

MAY 13, 2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 008902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 008902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 008902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 008902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 008902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Sealy Independent School District recognizes that we must provide our students with the skills they will need to succeed in the real world. In our 24 hour, instant-access society, our students need adaptable skills to meet the demands of employers. Students need the skills to access and use the available information to be successful. No longer can we simply teach students one name brand application and believe that we have adequately prepared them for the job market. We must teach students to think critically, to use all available resources to succeed. By including technology as a component of a well – balanced K-12 program we will be able to ensure that all children in the district have access to a quality education in a safe environment that enables them to achieve their potential now and in the future social, economic and educational opportunities of our state and nation. A key goal of Sealy ISD's Technology Plan is to enhance student learning through the effective integration of technology. The objectives of this goal include providing students with increased online learning opportunities as well as increased exposure to innovative technology.

To support this goal, several new programs have been put in place. During the 2011-12 school year, a content management systems was added to the Sealy ISD website that allows for students to interact with their teachers online via forums and online assignments. Online resources have already been purchased, including supplemental Science materials for Physics and Chemistry, Study Island for Math and Science, and TurnItIn.com for ELA and Social Studies. A wireless infrastructure was installed and a Bring Your Own Technology (BYOT) program is in place at both secondary campuses. Sealy ISD recognizes that not all students own their own devices or have Internet access at home to complete online assignments. The Technology Lending Grant is being sought as a way to provide internet-enabled devices to students.

After researching various devices, the Samsung Chromebook 5 was selected. The Chromebook will provide students with the capability to connect to the Maggie B. Selman Intermediate School wireless network while at school, and connect to the Internet via 3G wireless service at home. The devices are light, portable and run the latest Chrome OS and web browser. Chromebooks also come with access to the Google Chrome Store, which has numerous free educational apps that cover topics such as the Solar System, Algebra and SAT Prep. Another factor in choosing the Chromebook is that Maggie B. Selman Intermediate School will provide students with Google Apps accounts. With Google Apps and Chromebooks, students will be able to work on documents both at school and home without having to save to flash drives. Google Apps will also allow students to collaborate on assignments, working on documents at the same time even if they are not at school. The use of Chromebooks will also provide a teaching opportunity regarding responsible use of technology such as online safety, copyright laws and appropriate online behavior, all important steps to being responsible digital citizens.

The Maggie B. Selman Intermediate School Technology Lending Program is designed to provide students in grades 4th and 5th the opportunity to check out the devices for up to a two week period of time with the approval of their teacher. Students will also be able to check out devices for overnight use as needed for short-term assignments, research, etc. Online resources have already been purchased for all core subject areas, across both grade levels. The provided 3G cellular service will allow the students access to the Internet, regardless of their physical location. The intermediate school will utilize existing inventory and checkout systems to facilitate the new program. There will be coordination between the campus administration and departments on projects and times during the year that teachers will need access to the Chromebooks. The campus will plan for these things in anticipation that all students will need the Chromebook for the project / assignment. This will ensure any student in need of access to Chromebook will receive one and all students can come forward without being identified by their socio-economic background.

Sealy ISD is presently undergoing a complete local redesign of our curriculum to redefine our instructional approach and align the curriculum resources we have to focus on learning and progress for students at all levels. We have a strong foundation for remediation in place through our response to intervention processes; however, we are in the transition phase in our ability to individualize learning for each student, including those who enter the classroom at a level of mastery of grade level skills. We are specifically targeting reading, writing, math, and science for the 2014-2015 school year and are exhausting our IMA funds to secure curriculum and instructional materials in each of these areas that are vertically aligned and allow themselves to be adapted to individual students' levels of learning.

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We would like our curriculum to answer the questions: What do we want students to learn? How will we know if they have learned? What will we do if they have not? What will we do if they have? The curriculum resources we are obtaining contain multiple components that will allow us to determine students' entry level of knowledge and subsequently adapt instruction and learning activities. While we have invested in increasing the technology accessible to teachers and students throughout the last four years, we are not yet equipped with the individual, personal devices needed to fully implement with fidelity the acutely individualized learning opportunities that our curriculum resources will now allow.

The materials we are acquiring with our IMA funds include components that will allow for pre-assessment, individualized paths for lessons and personalized instruction that supplements the classroom instruction, pre-learning activities, post-learning activities, interactive texts, online instruction, and virtual labs. At the intermediate campus, we have already begun seeking out and participating in opportunities that allow our advanced students to interact with and compete against students in districts across the Region and across the state with events such as winning the Region VI Math Lab Challenge and participating in a cross-district Jeopardy game. These are the types of learning experiences we would like all students to have, but it will require students having the ability to continue their learning beyond the confines of the school day to be prepared for these opportunities. Our focus in re-designing our curriculum and instructional approach in reading, writing, math, and science is to transform our school district and community into a culture of learning through intentional design. As we design our approach to reach this aim, our capacity to enhance students' knowledge base in a way that is highly engaging and highly individualized to each student's level of learning would be greatly enhanced if we were able to provide students with access to personal technology devices at school and at home so that they can each access the curriculum materials that we are investing in.

The Sealy Independent School District recognizes the increasing need to have access to information, to better understand, and communicate with others. We believe that by including technology as a part of a well-balanced educational program we will be able to support our students appropriately and provide them with access to a quality education. By strengthening the young people of our society through quality education, we are assuring the continuance of our community values and the strength of our country.

The vision for technology in Sealy ISD is to enable students to use technologies that prepare them for real world opportunities in the 21st Century. Sealy ISD and Maggie B. Selman Intermediate strive to attain high levels of achievement in the traditional domains of schooling and to help our students build a lifelong commitment to learning. As educators, we must provide our students with the skills they need to succeed in the real world.

In our technology driven society, our students need the necessary skills to meet the demands of teachers and future employers. No longer can we teach students a single application and believe they will be prepared for future challenges. Students need skills to access and use available information appropriately. As educators, we must know how to integrate technology with the curriculum and look at technology as a tool to create a learner-centered and engaging classroom. Teachers need to be able to develop lessons with the confidence that all students have appropriate access to online resources, if they are to integrate technology successfully.

A key component of the District Technology Plan is to enhance the student learning experience through effective use and integration of technology. Students at Maggie B. Selman Intermediate, grades 4 and 5, will have the opportunity to check out the devices for a 5 day period of time with approval from their classroom teacher or campus administrator. This open opportunity will allow students an increased exposure to and use of innovative technology, which supports the goals and objective of the technology plan. We will also be able to use the Chromebooks in classrooms to help better implement our academic curriculum and instructional materials.

The Lending Program of Chromebooks will allow our students the use of Internet-enabled devices at their home and in the classroom to complete assignments and collaborate with teachers and students. Currently our students attend a technology integration class weekly. The use of Chromebooks outside the classroom will allow them the opportunity to implement the knowledge they have gained in respect to responsible use of technology, online safety, and appropriate online behavior.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 008902

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$99,998.25	\$	\$99,998.25
Total direct costs:			\$99,998.25	\$	\$99,998.25
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$99,998.25	\$	\$99,998.25

Administrative Cost Calculation

Enter the total grant amount requested:	\$
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 008902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted														
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$														
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$														
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <table border="0"> <tr> <td><input type="checkbox"/> Salaries/benefits</td> <td><input type="checkbox"/> Other:</td> </tr> <tr> <td><input type="checkbox"/> Networking (LAN)</td> <td><input type="checkbox"/> Other:</td> </tr> <tr> <td><input type="checkbox"/> Computer/office equipment lease</td> <td><input type="checkbox"/> Other:</td> </tr> <tr> <td><input type="checkbox"/> Building use</td> <td><input type="checkbox"/> Other:</td> </tr> <tr> <td><input type="checkbox"/> Copier/duplication services</td> <td><input type="checkbox"/> Other:</td> </tr> <tr> <td><input type="checkbox"/> Telephone</td> <td><input type="checkbox"/> Other:</td> </tr> <tr> <td><input type="checkbox"/> Administrative</td> <td><input type="checkbox"/> Other:</td> </tr> </table>	<input type="checkbox"/> Salaries/benefits	<input type="checkbox"/> Other:	<input type="checkbox"/> Networking (LAN)	<input type="checkbox"/> Other:	<input type="checkbox"/> Computer/office equipment lease	<input type="checkbox"/> Other:	<input type="checkbox"/> Building use	<input type="checkbox"/> Other:	<input type="checkbox"/> Copier/duplication services	<input type="checkbox"/> Other:	<input type="checkbox"/> Telephone	<input type="checkbox"/> Other:	<input type="checkbox"/> Administrative	<input type="checkbox"/> Other:	\$
<input type="checkbox"/> Salaries/benefits	<input type="checkbox"/> Other:															
<input type="checkbox"/> Networking (LAN)	<input type="checkbox"/> Other:															
<input type="checkbox"/> Computer/office equipment lease	<input type="checkbox"/> Other:															
<input type="checkbox"/> Building use	<input type="checkbox"/> Other:															
<input type="checkbox"/> Copier/duplication services	<input type="checkbox"/> Other:															
<input type="checkbox"/> Telephone	<input type="checkbox"/> Other:															
<input type="checkbox"/> Administrative	<input type="checkbox"/> Other:															
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$														

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 008902

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 008902

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 008902

Amendment number (for amendments only):

Expense Item Description

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted		
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies				
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:				
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:				
6399	Technology Hardware—Not Capitalized						Grant Amount Budgeted	
	#	Type	Purpose	Quantity	Unit Cost			
	1				\$	\$		
	2				\$			
	3				\$			
	4				\$			
	5				\$			
6399	Technology software—Not capitalized					\$		
6399	Supplies and materials associated with advisory council or committee					\$		
Subtotal supplies and materials requiring specific approval:						\$		
Remaining 6300—Supplies and materials that do not require specific approval:						\$		
Grand total:						\$		

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 008902		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$
Grand total:			\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 008902

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX/15XX—Technology hardware, capitalized				
2	Chromebooks	255	\$379.99	\$96,897.45
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19	Protective Carrying Bags	255	\$12.16	\$3,100.80
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				\$
Grand total:				\$99,998.25

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 008902

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	29	N/A	Attendance rate	97.2%
Hispanic	186	N/A	Annual dropout rate (Gr 9-12)	1.1%
White	156	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	199	53%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	46	11.5%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public						177	202								379
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:						177	202								379

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 008902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Sealy ISD needs assessment process has lead the administration to a focus on technology. The intermediate school campus was the first in priority to develop a plan for an increase in the use, availability, and educational need in the area of technology. The secondary campuses have a BYOT program and the high school has a technology lending program. Over 50% of our student population at the intermediate school level is considered low socioeconomically; there is an increased need in our community to provide more opportunities for our students to access technology at home. We have increased our overall number of student computer stations at the intermediate school; however, our students do not have the access they need outside of the school building.

The intermediate has stressed a need to have technology available for their students. They have computer labs and mobile labs available to students at school. There are also aspects of the resource materials that have technology components. As more assignments move online, students without access to such devices will face a hardship trying to complete research, turn in papers and participate in online classroom discussions. The lack of access among our students will also cripple our faculty's ability to create innovative, engaging online activities that require work outside of the classroom. For our students to successfully compete in the 21st century, they need ongoing access to digital resources both at school and at home.

To promote the shift to a digital world, Sealy ISD has purchased a number of online resources using both Instructional Material Allotment funds as well as local monies. These changes have included a content management system that allows teachers to create safe online forums for classroom discussion and to post online assignments. TurnItIn.com is used in both ELA and Social Studies. Not only does this service help students to responsibly use sources and verify correct citations, but they can also perform peer reviews of their fellow classmates' papers. Odysseyware provides course remediation. United Streaming and our vast number of library subscriptions provide students with numerous research resources. For students without a computer and Internet access at home, however, their access to all of these resources is limited.

Within the city limits, there are The Gordon Memorial library is located in Sealy. They are a block away from the Intermediate and Junior High School. They have free wifi available and about five computers available for public use. They are open Monday through Thursday from 10:00 am until 5:30 pm and then on Saturday from 9:00 until 1:00 pm. The McDonalds restaurant and the Sealy Little League Park also have free wifi. There are no other known public accessible wifi hotspots or computers in the school district. For our students who live outside of the city limits and do not have their own transportation, accessing any available free wifi services can be difficult.

The grant would allow our students access to technology at home. Students would have the opportunity to check out a computer from the library for an extended time period. Our goal is to produce college and career ready young people that can choose any path after graduation. In order to attain such an objective, our students need the appropriate tools for success. The enrollment on the intermediate school campus is over 400 students; at least half of those students are labeled at-risk for various reasons and on most accounts do not have access to technology at home. This grant will give our students the opportunity to extend the school day beyond the physical campus and integrate technology and the available educational applications into the home setting as well. Through the grant, we would purchase Chromebooks, which would allow us to provide devices to our students at any given time. The devices will have 3G Internet access, allowing students online access, even if they are not near any free wifi locations.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 008902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Enhance student learning through the effective integration of technology	Provide at home access to internet.
2.	Overall improvement in student achievement on local & state assessments	Increased student engagement in learning.
3.	Increased student exposure to a variety of areas outside the school community.	The additional internet availability will empower students to look for things.
4.	Increase in diverse projects that enhance the student's learning.	More students have access to technology outside of the school setting.
5.	Increased in engagement in the classroom.	Students learning outside the classroom will cause more excitement for learning in the classroom.

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Schedule #14—Management Plan

County-district number or vendor ID: 008902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Grant Director	Certified Texas administrator. Many years in the district administration office. Previous experience as a campus principal, assistant principal, and coach.
2.	Technology Director	Master's degree in technology. Many years as the district Technology Director. Previous experience as a technology specialist.
3.	Principal	Certified Texas administrator. Many years a campus principal. Previous experience as an assistant principal and teacher.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Enhance student learning through the effective integration of technology	1. Procure Internet-enabled devices	09/01/2014	10/01/2014
		2. Use of one-to-one computers in class	09/01/2014	06/05/2014
		3. Provide Google Apps accounts for students	09/01/2014	06/05/2014
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Provide staff ongoing professional development in use of digital resources,	1. Use of Chromebooks and Google Apps	09/01/2014	06/05/2014
		2. Use of Schoofusion site for homework	09/01/2014	06/05/2014
		3. Bi-monthly Q&A for core areas	09/01/2014	06/05/2014
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Provide students with training on cyber safety, Chromebooks	1. Responsible Use Guidelines	09/01/2014	10/01/2014
		2. Cyber safety training for all students	09/01/2014	10/01/2014
		3. Chromebook Training for all students	09/01/2014	10/01/2014
		4. Digital citizenship training for students	09/01/2014	10/01/2014
		5. Google Apps training for students	09/01/2014	10/01/2014
4.	Ongoing surveys and meetings to determine needs, use of resources	1. Survey students via Eduphoria	05/01/2014	06/05/2014
		2. Survey parents & teachers via Eduphoria	09/01/2014	06/05/2014
		3. Weekly meetings with department chairs	09/01/2014	06/05/2014
		4. Grant Coordinator meetings	09/01/2014	06/05/2014
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Overall improvement in student achievement on local & state assessments	1. Local tests & benchmarks in Eduphoria	09/01/2014	06/05/2014
		2. State Assessment scores	02/01/2014	06/05/2014
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 008902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sealy ISD will use both qualitative and quantitative measures to evaluate and improve the lending program. Administrator and teacher observation of device usage in the classroom will be discussed at weekly department chair meetings and at monthly faculty meetings. Topics such as class participation in online activities, perceived student engagement and teacher enthusiasm of the program will be covered. Online surveys will be given at the end of each semester to teachers, students and parents with questions that focus not only on the usefulness of the Chromebooks, but on the effectiveness of the online resources as well. On the school website, there will be an online form available to parent and students at anytime to provide feedback on the program. Any data submitted via these forms will immediately go to all of the grant coordinators.

The principal will meet with the department chairs and Assistant Superintendent after each six weeks to review local benchmark scores, comparing the scores from this year to those of years past. Usage data of services such as Study Island, TurnItIn.com and Stratalogica will also be gathered and correlated with the test results. End-of-Course data, when received, will also be compared for measurable improvements. Data from Follett's inventory system will also be reviewed to determine how often the devices are used and by which students.

The Technology Director and Principal will meet every six weeks to discuss any new or ongoing technical issues. Topics will include data from the Spiceworks Helpdesk system regarding the number of devices with technical issues and the resolutions. Management options available through the Chromebooks management console will be reviewed and tweaked as needed, based on suggestions gathered from surveys and faculty input.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The intermediate school is working towards creating a robust online environment where students will learn how to properly access, use and share online resources. Over the past year, online resources have been purchased in all four core areas, covering every grade level. Students are taught Internet safety, copyright laws and strong research skills. The intermediate school has increased its wired and mobile lab capacity, but recognizes that access to these resources is needed beyond the traditional school day.

The school has recently installed wireless access points that give students an Internet connection throughout the building. There are resources that include teacher websites featuring blogs, homework assignments and videos. Students will also be issued Google Apps for Education accounts. Google Apps accounts will provide students with email and online document storage, as well as office productivity applications. Students will be able to access documents stored in Google Docs both at home and at school, giving the student greater access to their schoolwork. For those students who do not already have Internet access at home, the Chromebooks provided by this grant would allow them to complete schoolwork both at school and at home.

It is our belief that teachers will be more committed to integrating technology in their classrooms when they know all students can benefit from the resources.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 008902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Number of students checking devices out of the library.	1.	Eduphoria records indicating number of teacher reservations.
		2.	Follett records indicating number of devices checked out.
		3.	Number of at-risk students obtaining devices.
2.	Increased number of assignments submitted through online means.	1.	SchoolFusion and TurnItIn.com reports on assignments.
		2.	Number of assignments turned in on time via SchoolFusion and TurnItIn.com
		3.	Quality of submitted projects/assignments via teacher feedback.
3.	Student, parent, and teacher surveys.	1.	Student input regarding opportunity from Eduphoria survey.
		2.	Parent input regarding opportunity from Eduphoria survey.
		3.	Teacher input regarding opportunity from Eduphoria survey.
4.	Teacher evaluation of student technology use outside of the classroom.	1.	Feedback from teachers regarding the quality of products submitted.
		2.	Feedback from teachers regarding quality of classroom discussions.
		3.	Total data usage from each Chromebook.
5.	Improved student achievement	1.	Higher student scores on Eduphoria online major exams
		2.	Improved student scores on Eduphoria six weeks local benchmarks
		3.	Improved State Assessment results

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sealy ISD recognizes the value of input gathered from all participants of the Technology Lending Program, from students to parents to teachers and administrators. To that end, the district will continually gather data and feedback from numerous sources to improve the program. Students, parents and faculty members will be asked to fill out online Eduphoria surveys at the end of each semester. The intermediate school website will also include a form for feedback that students and parents can use at any time. Students will be trained to use the Spiceworks Helpdesk system to submit any technical issues and will be allowed to report issues to the librarian as well. The data gathered will be compiled and discussed at weekly department chair meetings and monthly meetings between the Principal and Technology Director. If any urgent issues arise, the involved parties will meet as needed.

The campus librarians will be trained to inspect all units when they are returned to the library as well as verify with the student returning the device that there were not any technical issues. If a problem is reported, the librarian can create a help ticket in Spiceworks as well. Sealy ISD's Technology Department is staffed by four people and issues will be addressed no later than 24 hours after reported, if not sooner. A technician from the department will check daily with the librarian to ensure there are no ongoing hardware issues.

Any loss of equipment will be reported to the campus and district level coordinator; the investigation will involve campus police as well. The student that is responsible for the loss of equipment will be held accountable monetarily until equipment is found or paid for. All units will be engraved to help with the identification and recovery of lost or stolen units.

The administrator in charge of the program on the campus level will continually assess the procedures, successes, and any challenges that arise. The grant coordinator, campus principal and director of technology will be in constant communication regarding the program and its components.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 008902

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The purpose of the grant is to provide students the ability to access online instructional materials the school has adopted. Sealy ISD's administrators and teachers met and discussed how this grant could facilitate the use of electronic instructional materials at the intermediate school, specifically for students who do not have computers and Internet access after school hours. After reviewing several devices with that would provide Internet access, such as the iPad, cellular hotspots and Google Chromebooks, the district decided the Chromebook best filled its needs. The Chromebook's advantages are two-fold. Not only does it provide Internet access at a student's home like a cellular hotspot, but it also gives the student a computer to work on with a full keyboard and not just a touch screen, like the iPad would. Thus it was determined to purchase Chromebooks with 3G Internet access to lend to Sealy High School students in grades nine thru twelve. The Chromebooks will have protective carrying cases and will be engraved with Sealy ISD inventory IDs for identification and tracking purposes.

By providing students with access to Internet-enabled devices, core area instructors will be able to not only rely on online resources for instruction, but will also be able to create projects, homework and other instructional opportunities that require internet access. Instructors will be able to use the adopted online materials. In addition to these resources, teachers will be able to use Schoofusion's content management system to open online forum dialogs with students as well as post instructional videos. With Google Apps, students will be able to collaborate on group projects, whether they are at school or at home.

To facilitate the students expanded access to online resources, the committee also discussed the best ways to implement the program. It was determined that intermediate school would take advantage of several applications already in place to help manage the program. Teachers will use an existing online reservation system, Eduphoria, allowing devices to be reserved for their classes as needed. This is the same system currently used to reserve computer labs at the campus and all teachers are already familiar with it. At any given time, teachers will be able to view how many devices are available for checkout and reserve those that are needed. Teachers will be able to reserve the devices for their students for a maximum of two weeks at a time. The student will be responsible for caring for the device on a daily basis until it is returned to the library. Students must adhere to the Responsible Use Policy, Technology Lending Agreement, board policies, Student Code of Conduct and Student Handbook when using the Chromebooks. When a device is returned to the library, the librarians will be trained to visually inspect the hardware for any damage and ask the student if there were any problems. If the student reports a problem to the librarian, she will be able to enter a help ticket into Spiceworks.

All funds will be used to purchase the Chromebook. In addition, Chromebooks has a management console that will allow the district to control how the device is used. The management console can be setup so only students can login to the device, which will prevent other unauthorized users from logging into and possibly damaging the device. Administrators will be able to determine if any devices are out-of-date and need updating. Another feature of the Chromebook management console allows administrators to push out apps to all devices. This will ensure that all students have any apps necessary for completion of assignments.

The committee also recognizes the need for ongoing professional development as teachers move their lessons online. The district already employs an Instructional Technologist, paid through non-grant funds. With the assistance of the Technology Director, trainings have been held over the summer on Google Apps, mobile devices and online testing. During the school year, regular trainings will be scheduled after school. An invaluable service the Instructional Technologist also provides is the ability to meet with faculty members during their off-periods as needed to assist in the development and implementation of online activities. The Technologist will also train students how to use the Chromebooks, not only covering topics such as accessing the Internet but cyberbullying and responsible digital citizenship as well.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 008902

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The intermediate school does not have a lending program at the current time.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 008902

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It is the mission of our district "To ensure that all children in Sealy Independent School District have equal access to a quality education in a safe environment that enables them to achieve their potential now and in the future in the social, economic, and educational opportunities of our state and nation."

The degree to which attainment of the Technology Lending Grant would foster our ability to achieve the goals of our district is multifaceted. First, as we are a district that serves a large population of students that are either economically disadvantaged and/or limited English proficient, we have students who do not presently have the access or support outside of the school walls to overcome the challenges that both of these circumstances can present. Being able to provide more students with access to personal technology devices both within and outside of the school building would largely enhance our ability to ensure equal access to a quality education. Our high school participated in this grant in the previous years, and coupled with the bring-your-own-device program, students' access to individualized instructional resources and curriculum materials has been ten-fold. One of these programs without the other would potentially have increased the gap in performance that is statistically observed between students who have their own devices to bring and those who do not. Being able to provide devices from the school has allowed the instructional transition to greater incorporation of technology and twenty-first century skills to be seamless across the populations of students that we serve. Both the prior efforts of our high school team, and the current efforts of our intermediate team to provide devices to students aligns with the goals we have across the district to develop our students beyond what is traditionally expected from a small, rural district of our size.

Our SISD Board goals specify the aims of:

- providing innovative instructional methods to drive student success district wide;
- developing, motivating, and supporting all employees to create a challenging and empowering educational environment; and maintaining a technologically integrated working environment for all stakeholders.

Within our District Improvement Plan, we have indicated that we will:

- will use technology based resources to determine appropriate instructional placement and curriculum planning to adapt learning experiences to students' learning levels;
- implement technology application labs and technology application skills into the core curriculum;
- expand upon the use of Project Based Learning through the District's Bring Your Own Device program and District provided personal technology devices; and
- provide Tech Tuesday trainings for faculty and staff to support continuous enhancement of the utilization of technology in the classroom and within our professional environment.

Additionally, in looking ahead to the goals of the district for the 2014-2015 school year and beyond, our aim is to create an academic culture of intentional planning for learning. The vision for our current curriculum redesign efforts is to promote creativity through individualized learning opportunities to ensure progress for each student at all levels. Individualized learning opportunities are only possible through authentic incorporation of the tools and resources that technology makes available in and outside of the classroom.

With the limited personal resources of many of our constituents, truly making the progress we anticipate through the systematic design that is underway, is only possible through our ability to attain additional resources for our students as the district's available IMA funds are being exhausted to secure the on-campus resources and curriculum materials needed for K-8 math, K-12 science, K-5 reading and K-12 writing.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 008902

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Sealy ISD needs assessment process has lead the administration to a focus on technology. The Intermediate school campus was the first in priority to develop a plan for an increase in the use, availability, and educational need in the area of technology. Over 50% of our student population at the high school level is considered low socioeconomically; there is an increased need in our community to provide more opportunities for our students to access technology at home. We have increased our overall number of student computer stations at the intermediate school; however, our students do not have the access they need outside of the school building.

To guarantee equitable use of devices for all students the Chromebooks will be utilized across core area subjects. The department chairs will meet with the campus administrators to develop a schedule for use. Teachers will use an existing online reservation system, Eduphoria; teachers will be allowed to reserve devices for their classes as needed. Teachers will be able to reserve the devices for their students for a maximum of two weeks at a time.

The grant would allow our students access to technology at home. Students would have the opportunity to check out a computer from the library for an extended time period. Our goal is to produce college and career ready young people that can choose any path after graduation. In order to attain such an objective, our students need the appropriate tools for success. The enrollment on the intermediate school campus is over 400 students; at least half of those students are labeled at-risk for various reasons and on most accounts do not have access to technology at home. This grant will give our students the opportunity to extend the school day beyond the physical campus and integrate technology and the available educational applications into the home setting as well.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 008902

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Sealy ISD needs assessment process has lead the administration to a focus on technology in the classroom. We value student engagement and bell to bell teaching. Our staff and students use technology to learn daily. Technology is essential to facilitate the creative problem solving, fluency, and collaboration in the whole child that we see in today's society. While we encourage our students to be active contributors in our technology driven society, we also want to see them do so safely, legally, and responsibly.

The vision of Selman Intermediate states, *"all students in the Sealy Independent School District have access to a quality education in a safe environment that enables them to achieve their potential now and in the future in social, economic, and educational opportunities of our state and nation."* In an effort to maintain this vision, we will customize the use of the Chromebooks to fit our curriculum and equity-driven instruction. This will be possible, as SISD is developing our own curriculum in all subject areas and will have new textbook adoptions in both math and science. Each week, students participate in a technology integration class, which allows them to become more proficient at using technology on a daily basis in their learning environment.

With the use of technology, specifically using the Chromebooks and the lending program, we will challenge our students in various ways. Through differentiated instruction; including research, collaboration, 21st century communication, and project based learning, we will support our students in their efforts to grow academically. Students can engage in assignments and projects during the instructional day and through the lending program will be able to continue and collaborate with peers at home. The lending program and the use of Chromebooks will extend the classroom for all of our students. We have found that as a Title One campus with a large population of low SES students, access to technology is very limited. The faculty and staff of Selman Intermediate work together to ensure that no student is limited because of their inability to access the curriculum or needed materials.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 008902

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our Curriculum and Instructional Materials Committees, Instructional Coaching Team, Teacher Leadership Teams, and Administrators have been highly involved throughout the course of this year to redesign our curriculum, instructional approach, and align our instructional materials with a focus on student learning. Our data has indicated the need to focus on the progress of each student at all levels to ensure greater numbers of students are able to achieve at high levels.

With this aim in mind, we have gone through the process of adopting materials for K-8 math, K-12 science, K-5 reading, and K-12 writing that allow themselves to be adapted to students' individual learning levels. Therefore, in each of these foundation curriculum subject areas (math, science, reading, and writing) the materials we are purchasing have components that provide for pre-assessment of learning, individualized instructional paths and learning activities, post-learning activities, technology based instruction, virtual labs, truly interactive texts and study components, and technology based assignment, completion, and submission of lessons.

Prior to being able to provide personal devices for utilization outside of the school day, the intermediate campus has incorporated technology based, individualized instruction through mobile labs with laptop devices, multiple modes of technology in the classroom, and campus computer labs. With these means, the teachers have been able to provide opportunities for their students to compete in math and history competitions with districts across the region and across the state. Additionally, the presently available technology media have allowed for full implementation of differentiated instructional opportunities to students primarily through modes of intervention and acceleration with limitations being to what is able to be accomplished within the school day as not all students currently have access outside of the school setting.

The curriculum and instructional materials being purchased for K-8 math, K-12 science, K-5 reading, and K-12 writing will provide greater differentiation in the initial delivery of classroom instruction overcoming the limitation of differentiation primarily happening for the purposes of remediation or acceleration. This does, however, require that teachers and students regularly have access to utilize technology inside and outside of the classroom in order to be effectively prepared for the learning opportunities that are being designed specific to students' levels and interests.

On a daily basis, students use a variety of electronic instructional resources from Istation and SuccessMaker to StemScopes and online textbook resources. Selman Intermediate has recently adopted new textbooks in both math and science that have a large variety of electronic materials that students will have access to. Our current ELA-R adoption also has many online resources that are utilized in the classroom. Currently, we have classroom technology and mobile labs that allow students access to the digital content, but many are limited when they go home.

As a Title One campus, many students come from low SES homes that do not have computers. The Chromebooks and lending program will extend the classroom outside of the campus and allow students access to the digital content. The intervention programs that we use, such as Istation, SuccessMaker, and Think Through Math can be utilized at home by students to support their need for academic growth and remediation.

Our campus serves 4th and 5th grade students, this generation learns: by doing. Many will emerge as the leaders for the generation. They will go on to become the leaders of our nation in many different roles—politicians, business executives, artisans, scientists, and journalists. Much like how we learn by doing, we lead by doing. If we can continue to put technology in the hands of students, so that can be successful in their academic achievements, we are leading them to a bright and positive future.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 008902

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sealy ISD recognizes that technology is an integral part of our 21st century world. Not only is it imperative that students receive instruction in the use of technology, but teachers must also receive continual training to successfully integrate technology into the curriculum. The Technology Department employs a full-time former teacher as its Instructional Technologist to facilitate training opportunities. The Technologist is available for group trainings as well as one-on-one in class support. To foster and promote the use of technology, teachers have been trained in Google Docs, Eduphoria, Schoolfusion and C-Scope throughout the past year and will receive refresher training the week before school begins. In addition, trainings have been held over the summer to cover using mobile devices in the classroom as well as Eduphoria Aware for online testing.

To ensure that classroom teachers understand how to integrate electronic devices and specifically Chromebooks into their curriculum, trainings will be held once every two weeks. Topics will include use of Google Docs in the classroom, how to moderate online forums via Schoolfusion classroom sites, and how to use online resources such as TurnItIn.com, supplemental science materials and Study Island both during classroom and as homework assignments. This program is a continuation of the Technology Tuesday program implemented several years ago at the High School to provide ongoing technology training to teachers and staff.

The Instructional Technologist is also available for in-class support as teachers implement the use of online resources. By having support as resources are introduced to students, teachers will be more comfortable with the integration and students will receive more personalized support as well.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In accordance with Sealy ISD board policy CQ(Local), Follett will be used to record students check-out/check-in of the Chromebooks through the library. Although teachers will reserve a block of devices for their students, devices will be checked out through our computer based system to individual students. The students are held accountable through hold and fine lists that limit campus privileges, grade reporting, and further lending. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the District's technology resources and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. [See DH, FN series, FO series, and the Student Code of Conduct]

At the end of each school year, the librarian will physically inventory the devices and reconcile the online inventory with the physical count. During the summer, the SISD Technology Department will do a thorough check of each device, verifying that each is working properly, repairing any discovered problems and replacing any damaged or missing devices. The district will designate a portion of local technology funds to maintain, replace and add additional Chromebooks as needed.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 008902

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After reviewing several devices that would provide Internet access, the district decided the Chromebook best filled its needs. The Chromebook's advantages are two-fold. Not only does it provide Internet access at a student's home like a cellular hotspot, but it also gives the student a computer to work on with a full keyboard and not just a touch screen. Due to the rural nature of our student population, public access wifi was not a viable solution. Cellular service was clearly the best solution to providing access to our rural students. Thus it was determined to purchase Chromebooks with 3G Internet access to lend to students. Any student who checks out a device from the library will not only be able to connect to the campus wifi, but will also be able to use the 3G access at home.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sealy ISD employees a full-time Technology department, including desktop support, network support and instructional support specialists. To support the anticipated use of devices by Selman Intermediate students, the campus will utilize the existing Spiceworks Help Desk system for submission of technical issues. Students will be able to send an email detailing any technical issues, which will go directly to the IT department for troubleshooting and repair. In addition, students will also be able to turn their device to the campus library for repair as needed. Sealy ISD has technology staff on-site for rapid turnaround when devices need to be repaired. A "Frequently Asked Questions" page will be developed and maintained by the Technology department to provide students with an easily accessible knowledgebase of common issues, to allow the student to resolve many issues on their own. Selman Intermediate students also attend a technology class on a rotating schedule. All Selman Intermediate students will receive specific training on Google Docs as well as the care and use of the Chromebooks.

An advantage of the Chromebooks is that they are not a traditional laptop with a standard operating system. Since Chromebooks do not allow for any local install of software, viruses are not a concern. This feature translates into fewer repairs and requires less maintenance.

Librarians will be responsible for the check-in and check-out of the laptops. Students will not be allowed to return a Chromebook without the assistance of the librarian. This will allow the librarian to examine each device as its returned to ensure it is in proper working condition. If the librarian discovers an issue that needs troubleshooting or repair, she will be able to use the Spiceworks Help Desk system to request service.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 008902

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When developing the Technology Lending Agreement, the intermediate school recognizes that purchasing the devices is only part of the recipe to a successful program. While the grant will cover the costs of the devices, there are a number of other program aspects that will be addressed with non-grant funds.

There is wireless infrastructure at the intermediate school. The access points will provide wifi coverage throughout the entire campus. This will allow students to connect the Chromebooks to the Internet via the campus' wifi, thereby lowering their data usage on the 3G service and conserving the monthly allotted megabytes for off-campus use.

To guarantee equitable use of devices across core area subjects, department chairs will meet and develop a schedule for use. Using an existing online reservation system, Eduphoria, teachers will be allowed to reserve devices for their classes as needed. This is the same system currently used to reserve computer labs at the campus and all teachers are already familiar with it. At any given time, teachers will be able to view how many devices are available for checkout and reserve those that are needed. Teachers will be able to reserve the devices for their students for a maximum of two weeks at a time. The student will be responsible for caring for the device on a daily basis until it is returned to the library. Students must adhere to the Responsible Use Policy, Technology Lending Agreement, board policies, Student Code of Conduct and Student Handbook when using the Chromebooks.

Inventory management, as well as the check-in/check-out process will be managed via the same system currently used for textbook checkout. Follett Destiny will allow librarians to check equipment out to students in the same manner as textbooks and library books. Librarians will receive daily alerts for any past due devices. In addition, Follett will keep a record of how often a device is checked out and by which students. Student records within Follett include the student name, ID and grade level. This data can be correlated with demographic records from our Student Information System to obtain data on the number of disadvantaged students being served.

The intermediate school will utilize the existing Spiceworks Help Desk system for submission of technical issues. Students will be able to send an email detailing any technical issues, which will go directly to the IT department for troubleshooting and repair. In addition, students will also be able to turn their device to the campus library for repair as needed. Sealy ISD has technology staff on-site for rapid turnaround when devices need to be repaired.

The district's Instructional Technologist will be responsible for providing a number of the professional development opportunities offered to teachers regarding the integration of technology into their classrooms. Student trainings covering the use of Chromebooks will be facilitated by the Technologist as well.

SchoolFusion, Sealy ISD's content management system and website, will allow for communication with students and parents regarding program fact. A "Frequently Asked Questions" page will be developed and maintained by the Technology department to provide students with an easily accessible knowledgebase of common issues, to allow the student to resolve many issues on their own. The site will also host a form for parents and students to provide program feedback at anytime, not just during semester surveys.

Sealy ISD is committed to providing students with the access they need to succeed in the digital world. The district will designate a portion of local technology funds to maintain, replace and add additional Chromebooks as needed. These funds will also be used to maintain wireless access in coming years. Through a combination of grant funds, new infrastructure, existing services and dedicated administrators, teachers and technicians, Sealy ISD feels prepared to develop and manage a successful Technology Lending Program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 008902

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In accordance with Sealy ISD board policy CQ(Local), Follett will be used to record students check-out/check-in of the Chromebooks through the library. Although teachers will reserve a block of devices for their students, devices will be checked out through our computer based system to individual students. The students are held accountable through hold and fine lists that limit campus privileges, grade reporting, and further lending. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the District's technology resources and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. [See DH, FN series, FO series, and the Student Code of Conduct]

At the end of each school year, the librarian will physically inventory the devices and reconcile the online inventory with the physical count. During the summer, the SISD Technology Department will do a thorough check of each device, verifying that each is working properly, repairing any discovered problems and replacing any damaged or missing devices. The district will designate a portion of local technology funds to maintain, replace and add additional Chromebooks as needed.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our staff and students use technology to learn. Technology is essential to facilitate the creative problem solving, information fluency, and collaboration that we see in today's global economy. We want all of our students to have access to technology, both at school and at home. While we want our students to be active contributors in our connected world, we also want them to be safe, legal, and responsible.

Sealy ISD School Board has a Responsible Use Policy (RUP). The focus of the Responsible Use Policy is the safe, responsible use of digital resources while stressing that access to such resources, both hardware and software, is a privilege that can be lost if used inappropriately. In line with the Responsible Use Policy is the Technology Lending Agreement (TLA). The TLA reviews the policies for checking out district technology. Students are made aware that they are responsible for the technology, not just the physical safety but its digital integrity as well. Students will agree to report technical issues immediately, as well as any damage that might be incurred. Digital citizenship and cyber safety are an integral part of the lending program. Students will receive instruction on the responsible use of the devices. This includes appropriate online behavior, copyright laws and how to be a responsible digital citizen. The student will be responsible for caring for the device on a daily basis until it is returned to the library. Students must adhere to the Responsible Use Policy, Technology Lending Agreement, board policies, Student Code of Conduct and Student Handbook when using the Chromebooks.

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